

# Fifth Grade Module 2: End-of-Module Assessment Task Score Sheet

## A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Score Key: A Progression of Learning			
Little or no evidence of reasoning with an incorrect answer.	Evidence of some reasoning with an incorrect answer.	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.	Evidence of solid reasoning with a correct answer.
(1 Point)	(2 Points)	(3 Points)	(4 Points)

Module 2: End-of Module Assessment										
Question	Domain		Standards							
	Number and Operations in Base-Ten	Operations and Algebraic Thinking	5.NBT.1	5.NBT.2	5.NBT.5	5.NBT.6	5.NBT.7	5.OA.1	5.OA.2	5.MD.1
1	1 2 3 4		X	X			X			
2	1 2 3 4		X	X		X				
3	1 2 3 4	1 2 3 4				X		X		
4	1 2 3 4						X			
5	1 2 3 4					X				
6 a, b, c, e	1 2 3 4		X	X	X	X	X			X
6 d		1 2 3 4						X	X	

Domain Score	Number and Operations in Base-Ten		Operations and Algebraic Thinking	
Total Points				
Level	4	21-24 pts.	4	7-8 pts.
	3	15-20 pts.	3	5-6 pts.
	2	9-14 pts.	2	3-4 pts.
	1	6-8 pts.	1	2 pts.

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

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### End-of-Module Assessment Task (Topics A–H) Clusters and Standards Addressed

#### Write and interpret numerical expressions.

- 5.OA.1** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
- 5.OA.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation “add 8 and 7, then multiply by 2” as  $2 \times (8 + 7)$ . Recognize that  $3 \times (18932 + 921)$  is three times as large as  $18932 + 921$ , without having to calculate the indicated sum or product.*

#### Understand the place value system.

- 5.NBT.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and  $\frac{1}{10}$  of what it represents in the place to its left.
- 5.NBT.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

#### Perform operations with multi-digit whole numbers and with decimals to hundredths.

- 5.NBT.5** Fluently multiply multi-digit whole numbers using the standard algorithm.
- 5.NBT.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- 5.NBT.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

#### Convert like measurement units within a given measurement system.

- 5.MD.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.